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ABSTRACT

This study examined the early childhood care of 4- to 5-year-old children in Nigeria. Data were obtained from 842 Parent Guardian Questionnaires from urban areas and 409 from rural areas. The first part of the report describes the characteristics of the sample population. These items include language used at home; household size and composition; parental education and employment; and family housing. Part 2 discusses the use of child care outside the home. Topics include types of child care settings; hours of child care; parents' reasons for using child care; and parents' problems with child care. The third part reports on characteristics of child care facilities. Topics include costs of care; travel time between home and facility; parental satisfaction with care; services offered by facilities; contacts between parents and caregivers; and child health. Part 4 explains the daily routine of the Nigerian child. Children are divided into five clusters based on whether their principal caretaker is the mother at home, the mother at home and work, an unrelated female, relatives, or the school and the mother. Separate analyses are made for urban and rural children. (BC)

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# I E A PRE-PRIMARY STUDY

## PHASE 1
## NATIONAL RESEARCH REPORT, 1991
## NIGERIA

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A. Weighting and Representation for the Nigerian Sample.

The target population per the IEA pre-primary study in Nigeria were 4 - 5 year old children in the 21 states of the federation. One of the initial decisions made about the study was that it would be conducted as a household survey. The sample was therefore drawn with cooperation from the Nigerian Federal Office of Statistics using their National Integrated Survey of Household (NISH) design.[1]

B. Sampling

The sample design of the PPP was drawn in such a way that the 21 states were divided into 5 strata and 1 state from each stratum was selected. Each selected state was divided into urban and rural sectors. It was expected that completed interviews will be obtained from 300 eligible households who are de facto residents in their respective state (urban + rural) enumeration areas. The sample scheme was designed as a multi-stage, stratified, self-weighting cluster sample. However; at the data collection stage, the rural area was undersampled in comparison with urban areas (because of the numerous problems such as lack of response and accessibility encountered in the rural areas). 842 completed Parent Guardian Questionnaire (PGQ) were obtained in urban areas compared to 409 from rural areas. The total number of respondents is 1251 families.

C. Weighting

The weighting procedure for the IEA/PPP data for Nigeria was approved by the sampling referee for the study - Dr. Kish and the international coordinating center (ICC). The purpose of weighting the Nigerian data is to inverse selection probability and to reduce selection

[1] For more information or sampling weighting: see Professor L. Kish: Sampling Referee: IEA Study.

bias.

For national estimates (combined urban + rural figures) the achieved sample, without weighting, would have given a distorted picture. The characteristics of urban areas would have dominated national representation. Weighting solves this.

In order to have a representative picture of Nigeria and to reduce the variance of estimates, the achieved sample had to be weighted and analyzed for urban and rural separately. With separated weighting procedures for both the urban and rural areas, the unequal probability selection has been adjusted; and selection bias corrected; estimates are based on the populations; and larger effective sample size are maintained for both urban and rural areas.

The weights of the urban and rural areas were calculated by population of urban or rural areas from each stratum divided by the achieved sample size of the urban or rural areas from each stratum. The frequencies and percentage reported are estimations of population figures.

I. The Achieved Sample.

A. Characteristics of Achieved Sample.

1. Sample Children:

The Nigerian sample consists of 1251 children whose mothers/caretakers were interviewed in their homes. Table 1 presents the distribution of the sample according to sex. Since sex was not controlled for in the sample design, there is a preponderance of boys vis a vis girls in the sample.

TABLE 1

Percentage Distribution of Sample by Sex

| | Urban | Rural | Combined Population |
|---|---|---|---|
| Male | 58.7 | 57.2 | 57.5 |
| Female | 41.3 | 42.8 | 42.5 |

Only children between 4 - 5 years old were considered. The sample was drawn from five states representative of the country. Table 2 shows the geographical spread of the sample in percentages.

TABLE 2

Geographical Area of Sample

| States | Urban | Rural | Combined Population |
|---|---|---|---|
| Oyo | 36.2 | 8.2 | 12.7 |
| Anambra | 17.2 | 20.0 | 19.5 |
| Plateau | 11.5 | 19.3 | 18.0 |
| Sokoto | 27.4 | 37.8 | 36.1 |
| Borno | 7.2 | 14.7 | 13.5 |
| | --- | --- | --- |
| Missing | 0.5 | 0.0 | 0.2 |

The data on the children were obtained mainly from

mothers. Fathers were interviewed at about the same frequency (14.5 urban; 14.1 rural) in both urban and rural sectors. Because the survey was conducted in house holds, teachers did not feature as respondents. However; other care givers who reside in the child's home are represented. The variety of informers shows the possible composition of the Nigerian household.

TABLE 3

Informants Relationship to Child in Percentage

| Relationship | Urban | Rural | Combined Population |
|---|---|---|---|
| Father | 14.5 | 14.1 | 14.1 |
| Mother | 80.9 | 72.8 | 74.2 |
| Grandmother | 1.0 | 1.1 | 1.2 |
| Uncle | 0.1 | 0.0 | 0.0 |
| Aunt | 0.1 | 0.2 | 0.2 |
| Sister | 0.1 | 0.1 | 0.1 |
| Niece | 1.6 | 4.5 | 4.0 |
| Unrelated Female (Maid) | 1.7 | 7.2 | 6.2 |
| Total: | 100.0 | 100.0 | 100.0 |

The incidence of "unrelated female" is higher in the rural area because the extended family system is more prevalent there than in urban areas.

Languages Spoken in Target Children's Home:

Information on language spoken in the child's home may not seem to have a direct bearing on childcare; but it certainly affects education in a multi-ethnic society as Nigeria. Moreover, such information may not be available hitherto on a national basis and could be of great assistance to educational planners especially proponents of mother-tongue education. Table 4 shows the dominant languages as used by children in Nigeria: Ibo (26.6%),

Yoruba (16.6%), and Hausa (43.2%). Another important language in this study is Kanuri (11.1%).

TABLE 4

Percentage of Target Children Who Use Different Languages at Home

| Languages | Urban | Rural | Combined Population |
|---|---|---|---|
| English | 1.0 | 0.5 | 1.1 |
| Ibo | 27.3 | 26.5 | 26.6 |
| Yoruba | 36.8 | 12.3 | 16.6 |
| Hausa | 30.0 | 45.9 | 42.9 |
| Kanuri | 3.4 | 12.6 | 11.1 |
| Urhobo | 0.1 | 0.0 | 0.1 |
| Edidi | 0.2 | 0.0 | 0.3 |
| Tiu | 0.6 | 1.2 | 1.1 |
| Fulfilde | 0.0 | 0.0 | 0.1 |
| Edo | 0.6 | 1.0 | 0.1 |
| Total | 100.0 | 100.0 | 100.0 |

All the children are Nigerians and 91% of all the children (86% urban; 91.4% rural) reported that the language system in their home is the same as the language spoken in their community (the mother-tongue). When the respondents were asked if the children spoke another first language (apart from the language spoken in the community) 85.4% of the children had no other language apart from the mother-tongue. (93.6% urban; 89.6% rural) Of those who spoke other languages in the home, English seems to be the most popular (4.9%), followed by Hausa (3.3%), Kanuri (2.3%), Ibo (1.3%), Tiu (0.7%) and Yoruba (0.1%).

This result has implication for early childhood education in Nigeria because in almost all pre-primary institutions in the country, English is used as the medium of communication. This

practice persists despite the Federal Ministry of Education's recommendation that children be taught in their mother-tongue till 3rd grade - Primary 3 (9 years old).

TABLE 5

Position of Target Child in Household

| Order of Birth | Urban | Rural | Combined Population |
|---|---|---|---|
| 1 | 24.3 | 19.0 | 19.9 |
| 2 | 26.2 | 22.4 | 23.0 |
| 3 | 17.4 | 20.9 | 20.3 |
| 4 | 28.7 | 29.8 | 29.6 |
| 5 | 1.0 | 2.3 | 2.1 |
| 6 | 1.2 | 0.5 | 0.6 |
| 7 | 0.4 | 0.3 | 0.3 |
| 8 | 0.3 | 1.0 | 0.9 |
| 9 | 0.5 | 3.8 | 3.3 |
| Total | 100.0 | 100.0 | 100.0 |

2. Sample Families

a. Household Size and Composition.

The characteristic family size for almost 90% of the children in the sample is from one to four children. Although family size ranges from one to nine children; large families are not as common nowadays even in the rural areas, (3.8%) for economic reasons. Parents in this study were not asked whether the household was polygamous or monogamous. Respondents were very reluctant to disclose their age, it could be adduced from the data presented in Table 5 that almost 1/5th of the children had young parents (they are the first born). About 26.2% of the urban sample and 22.4% of the rural sample were second born children. There is a high percentage of 4th born children in the sample.

b. Parental Education:

Respondents had some difficulty in giving accurate responses to questions requiring quantification of age, distance, and cost. For example, questions dealing with the level of education of respondents would have received more accurate answers if parents had been asked for "the highest level of school they attended." For this survey, the number of years of schooling of parents was asked and recorded as required for international comparison. From the years given, 4 levels of education were delineated as shown in Table 6.

TABLE 6

Level of Education of Parents (%)

| Level | | Urban | | Rural | | Combined Population | |
|---|---|---|---|---|---|---|---|
| | | Father | Mother | Father | Mother | Father | Mother |
| No Schooling | (0 years) | 15.1 | 19.5 | 21.2 | 31.2 | 20.1 | 28.6 |
| Primary | (6 years) | 22.1 | 27.8 | 19.2 | 25.4 | 19.7 | 25.7 |
| Secondary | (6 years) | 40.3 | 38.9 | 43.7 | 31.0 | 43.0 | 32.4 |
| * Post Secondary | (6 years) | 22.5 | 13.8 | 15.9 | 12.4 | 17.2 | 13.3 |
| Total | | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

* Post secondary = Teacher Training, Polytechnics, and Professional Institutions.

Table 6 reveals a wide discrepancy in the percentage of illiterate mothers in the urban/rural population. A higher percentage (31%) of mothers in the rural areas had no formal schooling compared to (19%) of mothers in the urban area. More mothers in the urban areas had completed secondary education and post secondary education. It can be concluded that mothers in the urban sector had more education than mothers in the rural areas.

A higher percentage of fathers in the urban area (22.5%) had received post secondary education (polytechnics, colleges of technology, teacher training, technical and professional institutions); where entry requirement demands credits in subjects taken at the secondary level. It should be noted that years spent in Koranic schools (prevalent in Sokoto, Borno, Plateau and Oyo states) are counted in computing primary education. Generally, the urban population appears more educated than the rural population. Generally, results show that fathers have more often received post-secondary education (17.2%) than mothers, (13.3%) irrespective of sector.

Parent's Marital Status:

Almost 90% (88.6% urban; 89.4% rural) of the children in the family come from 2-parent families. Less than 10% (9.6 urban; 7.6% rural) of the mothers in the sample were not married. Table 7 describes different aspects of the marital condition of the children's parents.

TABLE 7

*Parent's Marital Status (%)

| Aspects | Urban | Rural | Combined Population |
|---|---|---|---|
| Living with Spouse | 87.2 | 84.5 | 84.9 |
| Separated | 2.4 | 1.5 | 1.6 |
| Divorced | 1.6 | 1.9 | 1.9 |
| Widowed | 3.3 | 3.4 | 3.4 |
| Never Married | 1.1 | 0.0 | 0.8 |

* The questions were asked separately.

Table 7 shows that family life in urban and rural areas is

quite similar. The only difference for this sample is that while some parents in urban areas had never married (1.1%), such a position did not exist in the rural area.

Socio-Economic Status

Parental Occupation:

c. Maternal Employment:

Female labor force participation is a factor generally recognized as affecting childcare and education. The conventional reasoning is that women who work outside the home tend to have less time and therefore, may employ a guardian for their children. In order to collect information on the occupation of mothers, a detailed work pattern was obtained from respondents. From their responses, tables on respondents type of occupation, pattern of work and occupational level were constructed.

d. Maternal Occupation:

The categories of occupation adopted in the IEA pre-primary study conform generally with the International Standard of Classification of Occupation (ISCO). In principle all forms of work excluding housework are included. It appears that the ISCO classification is more elaborate than the ILO classification. The occupation categories and percentage of mothers involved in each category are presented in Table 8.

About a third of the mothers were not working at time of the survey, and the occupation of 1.5% was not classified. There are essentially four major occupational categories among the mothers:

TABLE 8

Distribution of Mothers According to Occupation (%)

| | ISCO Categories | Urban | Rural | Combined Population |
|---|---|---|---|---|
| 1. | Professional/Technical | 18.9 | 20.1 | 19.8 |
| 2. | Administrative/Managerial | 4.8 | 3.6 | 3.8 |
| 3. | Clerical/Secretarial | 5.1 | 4.7 | 4.8 |
| 4. | Sales (Trading) Workers | 26.5 | 19.6 | 20.6 |
| 5. | Service Workers | 2.2 | 0.1 | 0.5 |
| 6. | Agricultural | 3.9 | 23.2 | 20.0 |
| 7. | Production/laborers | 0.4 | 0.3 | 0.3 |
| 8. | Workers but not classified by Occupation | 1.5 | 1.5 | 1.5 |
| 9. | Armed Forces | 0.4 | 0.0 | 0.1 |
| 10. | Not working | 36.3 | 26.9 | 28.6 |
| | Total | 100.0 | 100.0 | 100.0 |

1) No work: 36.3%, in urban and 26.9% in rural area

2) Sales/Trading: 26.5% in urban and 19.6% in rural area

3) Agricultural Work: 23.2% engaged in rural area and

4) Professional: 18.9% urban and 20.1% in rural areas.

The major difference in maternal occupation is the very high percentage of mothers in rural areas engaged in agriculture. Table 6 has shown that about 30% of mothers in rural areas had no education. These findings will definitely affect care and daily routine of urban/rural children.

Table 9 shows the percentage of mothers in each level of occupation.

e. Pattern of Work:

Pattern of work is described in this survey as they are likely to influence child-care. The following characteristics are important:

1. Out of the mothers working, only 7.2% urban and 4.6% in

rural areas hold more than one job.

2. More mothers in rural areas (20.6%) work at home, only 13.4% of mothers in urban areas work at home.
3. More than 50% (57.3%) of mothers in rural areas are self employed. 38.3% of mothers in urban areas are self employed.
4. 4.2% of mothers in urban areas are looking for work compared to 1.3% in the rural areas!

Thus there are two major categories of work pattern among the mothers in the sample; more than one half of the children in this population have working mothers. The work place is either in the home or outside, a few mothers in both groups are looking for work. More mothers in the urban areas hold more than one job, and work for someone else.

TABLE 9

Occupational Levels of Mothers

| Level | Urban | Rural | Combined Population |
|---|---|---|---|
| Professional/Managerial | 21.0 | 23.4 | 23.3 |
| Clerical/Sales | 19.1 | 19.2 | 19.2 |
| Semi-Skilled | 8.0 | 14.3 | 13.2 |
| Unskilled | 13.0 | 15.3 | 14.9 |
| Not Working | 38.9 | 27.8 | 29.4 |
| Total | 100.0 | 100.0 | 100.0 |

This table highlights the consistency in the percentage of mothers not working (Tables 8 and 9).

f. Father's Employment:

It is noteworthy that more than 14% of fathers in this survey

are not working. This reflects the persistently high level of unemployment in both urban and rural areas. This phenomenon occurs irrespective of level of education. The World Bank in their report on "Trends in Developing Economies 1990" issued the following statements that classifies the issue of unemployment in Nigeria.

> "Although improving, the urban unemployment situation remains worrying (10%), particularly when disaggregate by age and education...a disproportionate number of the unemployed are secondary school leavers...The supply of high school graduates and college graduates has increased dramatically in recent years, while most job growth has been for farm laborers reflecting the shift of incentives toward agriculture and rural based activities."

Secondary school leavers in urban and rural areas are reluctant to work as laborers, and so swell the percentage of unemployed in both sectors.

Table 10 shows the percentage of fathers involved in different occupations.

Four main occupations can be identified for fathers:

1. Professional/Technical (27%)
2. Sales Workers (24.2%) with almost a third (32.3%) of the fathers in urban area engaged in this group.
3. A higher percentage of fathers (23.3%) in the rural areas are engaged in agriculture compared to only 6.4% in the urban areas.

4. Those fathers not working.

The occupational level of the fathers are presented in Table 11.

TABLE 10

Distribution of Fathers According to Occupation

| ISCO Categories | Urban | Rural | Combined Population |
|---|---|---|---|
| 1. Professional/Technical | 25.8 | 26.7 | 27.0 |
| 2. Administrative/Managerial | 6.8 | 3.2 | 3.7 |
| 3. Clerical/Secretarial | 5.1 | 0.6 | 1.4 |
| 4. Sales Workers | 32.3 | 22.7 | 24.2 |
| 5. Service Workers | 5.4 | 5.1 | 5.1 |
| 6. Agricultural Workers | 6.4 | 23.3 | 20.3 |
| 7. Production/Laborers | 1.0 | 0.8 | 0.8 |
| 8. Workers but Not Classified | 2.0 | 2.8 | 2.6 |
| 9. Armed Forces | 0.6 | 0.4 | 0.5 |
| 10. Not Working | 14.6 | 14.4 | 14.4 |
| Total | 100.0 | 100.0 | 100.0 |

TABLE 11

Fathers in Different Occupational Levels (%)

| Category | Urban | Rural | Combined Population |
|---|---|---|---|
| Professional/Managerial | 31.4 | 29.9 | 30.3 |
| Clerical/Sales | 20.5 | 15.9 | 16.6 |
| Semi-Skilled | 15.2 | 16.2 | 16.0 |
| Unskilled | 18.1 | 24.3 | 23.3 |
| Not Working | 14.8 | 13.7 | 13.8 |
| Total | 100.0 | 100.0 | 100.0 |

It is necessary to expatiate further on the category "Not Working". In this context, not working may not imply absolute lack of job - idleness. It could be better interpreted as having no ego satisfying job. From the experience of other household surveys, workers such as cleaners, launderers, cooks, stewards

prefer to claim "not working". The main difference between fathers and mother's occupation is that more fathers are engaged in professional jobs than mothers. Otherwise there is about equal representation of fathers and mothers in the occupations especially agriculture. 5.7% of fathers in urban areas and 4.5% of fathers in rural areas hold more than one job. Again, more parents in urban areas hold more than one job.

g. Household Income:

As noted with other socio-economic surveys in Nigeria, the quality of income data may not be perfect. This is because respondents may misreport their annual income. The fear exists that disclosure of actual income may bring higher taxes. On the other hand, generally, women/wives who constitute 80% of respondents for this survey do not know their husbands income. Again, income may also be hiked up for personal reasons. It should be realized that there is no welfare (government-support to family) system in Nigeria; therefore, most of the family income comes from parents' work in the form of salaries, and proceeds from sales or pension. For this survey, the international recommendation is that income be reported in quartiles. Table 12 shows the quartile computed for all income reported:

According to table 12, income is low generally. It is even lower in rural areas. Almost one third of the households interviewed belong to the first income quartile; while one fifth of the urban population are in the 4th quartile (more than N10,000); only one tenth of the rural population are in this quartile. The urban families in this sample reported higher incomes than

families in the rural areas.

TABLE 12

Income Distribution of Families in Quartiles

| Income Range | | | Urban | Rural | Combined Population |
|---|---|---|---|---|---|
| Q1.0 - 25% | N | 2,500-N 5,000 | 28.5 | 39.6 | 37.9 |
| Q2.25- 50% | N | 5,001-N 7,500 | 23.8 | 31.3 | 30.0 |
| Q3.50- 75% | N | 7,501-N10,000 | 28.2 | 19.9 | 21.3 |
| Q4.75-100% | N>10,000 | | 19.5 | 9.2 | 10.8 |
| Total | | | 100.0 | 100.0 | 100.0 |

* The data for this survey was collected between Sept. - Oct. 1988. According to the World Bank report, the GNP then was below US $300. In 1988, the exchange rate of the naira (Nigerian currency) to the dollar was N4.2 to $1. In 1991, the rate is N10.8 to $1.

h. Environmental Conditions of the Children in the Sample:

This section of the report describes percent distribution of households according to listed environmental indicators which may be indicative of childrens' living standard.

1. Housing: More children in rural areas live in houses owned by their parents (72.7%). Only 18.8% of children in this area live in rented accommodation. Table 13 shows that there is a remarkable difference in housing arrangement between urban and rural areas.
2. Number of rooms in family homes are higher in rural than urban areas. In the urban sector, one tenth of the families interviewed live in a one bedroom arrangement. The number of rooms and percentage of families using them is listed:

9.8% urban, compared to 0.3% rural live in 1 bedroom accommodation

23.7% urban, compared to 21.3% rural live in 2 bedroom accommodation

20.5% urban, compared to 25.4% rural live in 3 bedroom accommodation

16.9% urban, compared to 19.0% rural live in 4 bedroom accommodation

3.7% urban, compared to 11.2% rural live in 5 bedroom accommodation.

TABLE 13

Housing Description in Urban/Rural Areas

| Category | Urban | Rural |
|---|---|---|
| Parents Own Home | 38.2 | 72.7 |
| Parents Rent Home | 56.8 | 18.8 |
| Living with Others | 3.1 | 4.7 |
| Others - Subsidized, etc. | 1.9 | 3.8 |
| Total | 100.0 | 100.0 |

3. 50.5% of the parents in urban area have no private kitchens. More families in the rural areas 67.4% have private kitchens.
4. Because of the climatic condition, heating is not necessary in homes, however; 11.5% urban and 47.1% rural families have No gas or electrical source of light. In the rural areas electricity (40%), kerosene (11%), oil (2.8%), and candle (0.8%) are sources of light.
5. Despite efforts of agencies such as UNICEF, DFFRI[2], 36.0%

[2] DFFRI = Directorate of Food, Road and Rural infrastructure was set up by government to improve rural areas.

of urban families, 61% of rural homes have no running water.

6. 43.0% of homes in urban and 62.7% of homes in rural areas have no indoor toilet.
7. Because of the scarcity of water, 47.3% of urban, 70.3% of rural families have no bath tub or shower.
8. The fan is popularly used for cooling in the dry season. It is used by 56.0% urban and 21.5% of the rural families.
9. The percentage of families who reported that they have different household appliances are listed.

Number of Families Owning

| Item | Urban | Rural | Combined Population |
|---|---|---|---|
| Telephone | 4.7 | 2.2 | 3.2 |
| Clothes Washer | 0.2 | 0.0 | 0.0 |
| Refrigerator | 39.5 | 22.4 | 25.2 |
| Vacuum Cleaner | 2.5 | 0.0 | 0.4 |
| Radio | 71.6 | 52.9 | 56.0 |
| Tape Recorder | 47.4 | 34.1 | 36.3 |
| Record Player | 26.2 | 13.1 | 15.3 |
| Television | 58.8 | 26.3 | 31.7 |
| VCR | 8.3 | 7.5 | 7.7 |
| Computer | 0.2 | 0.0 | 0.0 |
| Dictionary | 44.3 | 25.2 | 28.4 |
| Scooter | 5.5 | 4.3 | 4.5 |

This section presents a picture of the living condition and standard of living of a Nigerian child in either urban or rural environment. In both ecological setting, the children in the sample generally do not enjoy the amenities and modern consumer items (telephone, VCR, regular supply of water, T. V.) taken for granted by their counterparts in the developed countries. This living condition of children in the sample is quite stable as

94% urban and 91.6% of the sample from rural areas have always lived in the house where their mothers/guardian were interviewed. With this relatively sparsely furnished environment and poor family income one may appreciate the need for government support for early childhood care and education.

i. To further appreciate the environment of the children in the sample, questions were asked on play facilities available to them and their safety. Table 14 indicates availability and type of play area. Play area could be verandah, balcony, or backyard.

TABLE 14

Types of Play Area and Safety of Child Playing Alone Outside

| Category | Urban | Rural |
|---|---|---|
| Types of Play Area | | |
| Private Area | 54.9 | 45.7 |
| Public Area | 32.1 | 43.7 |
| Other Types | 1.4 | 0.5 |
| No Play Area Available | 11.6 | 10.1 |
| Safety of Play Area | | |
| Very Safe | 77.2 | 80.4 |
| Somewhat Safe | 11.3 | 7.7 |
| Not Very Safe | 6.8 | 6.6 |
| Not At All Safe | 4.7 | 5.3 |

In urban as well as rural areas, public play areas such as parks are very few. Even where they are available, they are not heavily used; unlike the "school field" that is used before and after school hours. Mothers generally do not take their children to parks to play. About half of the children in the sample have access to private play area, this may be the verandah or balcony of

the dwelling unit.

Parents considered it very safe for their children to play outside the home. The level of safety is about the same in both urban and rural areas.

Representativeness of Achieved Sample:

Attempts were made to determine the representativeness of the pre-primary study's sample when compared with the whole country. Unfortunately, data has not been found for marker variables such as income distribution, maternal employment, educational levels, household size and parental occupation. The last reliable census in Nigeria, was held in 1963, another is being planned to take place in 1992. However the results of this survey, especially living condition could be related to the Nigeria Fertility Survey 1981/82. Principal Report. vol. 1.

II. Use of Early Childhood Settings by Families

A. Reflecting on the socio-economic characteristics of the sample discussed earlier; it is not a surprise that unlike in Western Europe and America, less than 50% of Nigerian children of preschool age come from families who do not use other care settings, (extra familial setting) apart from the child's home. According to this survey the total percentage of children who patronize other care setting in urban area is 45.8% compared to 35.6% of children in rural areas. Table 15 shows the percentage of children in some caretaking setting in each state.

Table 15 shows that the level patronage of early settings outside the home is higher than in rural area. The unexpectedly high rate of use of extra familial setting in Sokoto and Borno states

deserves further investigation. Presently, it may be explained that children in these states start attending Koranic schools (Arabic schools under an Almajiri or Iman) at this age. Koranic schools teach the Koran in Arabic language by recitation. They may not be "care setting" in the sense of this research.

TABLE 15

Percentage of Children in Extra Familial Setting

| State | Urban Yes | Rural Yes | Urban No | Rural No |
|---|---|---|---|---|
| Oyo | 33.0 | 21.6 | 67.0 | 78.4 |
| Anambra | 66.2 | 21.3 | 33.8 | 78.7 |
| * Plateau | 4.2 | 13.6 | 95.8 | 86.4 |
| Sokoto | 59.3 | 57.6 | 40.7 | 42.4 |
| Borno | 64.7 | 46.8 | 35.3 | 53.2 |

* Total sample size is low N = 182

Type of Settings Used:

According to the data from this survey more than 50% of Nigerian children (65.3% rural; 54.5% urban) are cared for in their own home by their parents only. According to Table 16, the other group of children are taken care of in their homes by a relative or maid and in other homes such as day-care, home of relatives or nanny. Some are cared for in organized care and education settings such as nursery, kindergarten, or play group.

Table 16 shows that families in urban areas patronize organized care settings (24.5%) more than families in rural areas (9.9%). The use of non-relatives such as maids is common in both urban and rural areas. Table 16 shows the percentages of children involved in different types of setting.

TABLE 16

Type of Setting, All States/ Urban - Rural

| Type of Setting | Urban | Rural |
|---|---|---|
| Own Home/Parent | 54.5 | 65.3 |
| Own Home/Relative | 1.5 | 2.3 |
| Own Home/Non-relative | 12.6 | 19.9 |
| Other Home/Relative & Non-relative | 6.9 | 2.6 |
| Organized Facility/Care & Educ. | 24.5 | 9.9 |
| Total | 100.0 | 100.0 |

Number of Settings:

In developing the survey instrument - Parent Guardian Questionnaire (PGQ) two commonly used settings were the focus -- the home and one other out of home setting (non-organized or organized facility). These were treated as the primary settings because children generally return home after using one setting.

FIGURE 1

This arrangement works because hours of work and hours of operation of settings are synchronized. A three setting

arrangement whereby the child goes from home to a facility to another home or facility in the afternoon or evening is very rare. It is common for a child to leave another home or facility and be cared for at his own home by mother, relative or maid. Third settings are rare and therefore, they are not included in the instrument. (See figure 1.)

Hours of Use of Setting:

Hours of work in the public service and hours of operation of care and education settings are closely related. The majority of children go to a half-day program which lasts for approximately six hours. Nursery and Kindergarten usually operate the same hours as the public schools - 8:00 a.m. to 2:30 p.m. Hours of operation are flexible and parents are free to bring their children and collect them, whenever they like, from the settings. Whole day programs are nonexistent. Programs for weekends, holiday-time, and evenings, are not common in organized settings. Table 17 gives an estimate of the number of hours children, in the survey, spend per week in setting.

TABLE 17

Estimate of Hours Per Week* in Setting

| Hours | Urban | Rural |
|---|---|---|
| Less than 20 hours | 32.2 | 16.3 |
| 20 - 30 hours | 27.0 | 16.0 |
| 30 - 50 hours | 40.3 | 48.1 |
| Missing | 0.5 | 19.6 |

* These hours are calculated from Monday - Friday.

The total hours that children spend each week in setting ranges from 20 - 50 hours. Majority of the children spend between 30 - 40 hours i.e. about 6 hours per day in a care setting.

Reasons Parents Give for Using Extra-Familial Care Settings

Nigerian parents have various reasons for using other care arrangements for their children. One important reason (Table 18) is that parents work. Another frequently mentioned reason is education of child (39.3% parents mentioned it in urban area, and 22.1% of parents mentioned it in the rural area). More parents in urban areas (13.1%) were busy attending educational institution compared to 9.3% of such parents in the rural areas. When parents were asked to mention the most important reason for using extra familial care settings, it is unfortunate that only a very negligible number of parents (0.3%) mentioned reasons related to either the care setting or teacher/caregiver. The overwhelming reason is that parents work. Many respondents in rural areas said that their most important reason is that the child's parents were not around (probably migrated to work in cities). Table 18 indicates that parent/guardian use extra parental care facilities for their own convenience. Table 19 shows that education, health and socio-emotional development of child was mentioned by parents in urban areas (10.6%) and 5.4% of parents in rural areas.

Reasons Parents Give for Selecting a Particular Care Setting:

In selecting a particular early childhood care and education setting, parents probably considered a wide variety of reasons. Out of the twenty reasons given in the instrument, the most

frequently mentioned are listed in Table 20.

TABLE 18

Reasons Parents Mention for Using Care Settings

| * Reason | Urban | Rural |
|---|---|---|
| Parents have to work | 45.2 | 67.0 |
| Parents go to school | 13.1 | 9.3 |
| Parents do so for social reasons | 8.5 | 2.0 |
| Education of the child | 39.3 | 22.1 |
| Socio-Emotional Needs of Child | 7.2 | 8.1 |
| Health of Child | 8.0 | 4.0 |

* Parents give more than one reason.

TABLE 19

Most Important Reason Why Parents Use Childcare/Education Settings

| | Reason | Urban | Rural |
|---|---|---|---|
| 1. | Reason related to school or teacher e.g. school, caregiver has a good reputation | 0.3 | 0.0 |
| 2. | Parents go to work/training | 66.8 | 49.7 |
| 3. | Parents attend school | 5.7 | 5.5 |
| 4. | For child's education, health and welfare | 10.6 | 5.4 |
| 5. | Others e.g. Parents not around | 16.6 | 39.4 |
| | Total | 100.0 | 100.0 |

Location, positive information about the setting and good reputation are some reasons parents mentioned. When parents were asked for the most important reason for choice of care setting the respondents in urban areas chose convenience in terms of location and hours of operation very frequently (47.3%). In both areas, the reputation of the setting, or some positive information about it carried some weight. More so in the rural areas (53.3%).

TABLE 20

Reasons for Selecting Care Setting

| | Reasons | Urban | Rural |
|---|---|---|---|
| 1. | Location is convenient | 24.6 | 8.9 |
| 2. | Hours of operation | 0.8 | 0.0 |
| 3. | Setting cares for sick-child | 1.2 | 0.0 |
| 4. | Positive information about setting | 15.7 | 8.2 |
| 5. | Parent has personal knowledge of caregiver | 6.6 | 2.9 |
| 6. | Setting has good reputation | 11.5 | 7.1 |
| 7. | Physical characteristics of setting | 5.9 | 4.9 |
| 8. | Teacher-child ratio | 4.2 | 1.8 |
| 9. | Religion | 0.0 | 5.0 |
| 10. | Personal characteristics of caregiver | 6.6 | 2.1 |
| 11. | Cost | 0.2 | 0.3 |
| 12. | Only opening | 0.4 | 2.7 |

Preference for a particular kind of care setting was not an important reason for choice of setting. Since many childcare and education facilities are run by religious organizations it is surprising that religion was not a popular consideration; in fact it was not considered at all (0.0%) in urban areas. However (79%) of parents in the rural areas considered religion. Only those who are educated and relatively well off patronize care settings, therefore; cost was not a crucial factor in deciding choice of care setting too. These results (Table 21) show that many parents consider the convenience of care setting to their schedule when selecting care setting.

When deciding whether to send their children to care and education setting only 2.7% of families in urban areas considered other arrangements such as keeping the child at home, 5.2% of parents in rural areas considered sending the child to another person's home 3.4% of families in urban areas considered another

home. It can be adduced that childcare in organized settings such as preschool (Table 16) are more popular than care in another home (day-care, play group).

TABLE 21

Most Important Reason for Choice of Care Place

| | Reason | Urban | Rural |
|---|---|---|---|
| 1. | Convenience in terms of location | 47.3 | 27.9 |
| 2. | Positive information and personal knowledge about setting | 6.7 | 3.7 |
| 3. | Recommended as having a good reputation | 30.5 | 53.3 |
| 4. | Religion | 0.0 | 7.9 |
| 5. | Preference for a particular type of setting | 0.3 | 0.0 |
| 6. | Other reasons | 15.2 | 7.2 |
| | Total | 100.0 | 100.0 |

Problems with Setting

Do parents have problems with the care setting they patronize? If they do, what type of problems do they encounter? Responses to this question show that only 8.1% urban and 8.8% of parents in rural areas have problems with their children's care-giver. This means that an overwhelming majority of parents in this sample are satisfied. The inference may be made that probably parents are not particular about children's care setting as long as it is convenient for them. As will be discussed, parents do not have much contact with care givers. They may not be aware of their weaknesses e.g. qualifications. Such ignorance may account for the lack of awareness of problems.

The few parents who had problems with settings mentioned a variety of problems; Table 22 indicates that safety of the children

and high turnover of teachers appear to be important problems. Location (3.2% urban; 4.7% rural) seem to be a common problem in both areas. More parents in the rural areas mentioned cost as a problem.

TABLE 22

Problems Parents Mention with Preschool

| Problem | Urban | Rural |
|---|---|---|
| 1. Location of setting | 2.5 | 5.3 |
| 2. Hours of operation | 0.3 | 1.3 |
| 3. No provision for sick children | 1.5 | 1.3 |
| 4. Teacher is not nice | 1.1 | 0.0 |
| 5. Teacher is unreliable | 0.5 | 2.0 |
| 6. Qualification of caregiver | 0.3 | 2.0 |
| 7. Philosophy of childcare | 0.3 | 0.0 |
| 8. Lack of facilities/equipment | 1.8 | 2.0 |
| 9. Safety of child | 4.2 | 6.6 |
| 10. Child has problem with other children | 0.5 | 3.3 |
| 11. High turnover rate for caregivers | 4.2 | 6.6 |
| 12. Cost | 1.0 | 3.3 |

Alternative Childcare and Education Arrangements

45.8% of parents in urban areas and 35.6% in rural areas use extrafamilial care for their children. This means that less than 50% of preschool age children rely on this care arrangement. Despite this relatively low usage, information was sought about what happens to the child if the center he attends is closed (during holidays) or the caregiver at the center is ill; or the child himself is too ill to go to the setting. Generally, the situation in the country (only one half day organized setting is common) is that the child stays at home. 76.9% of children in urban areas and 92.9% of children in rural areas stay at home, 6.8% of the respondents in

urban areas, 5.7% in rural areas said that the center they use is always open. 7.9% of mothers in urban areas and 2.9% in rural areas take time off work to stay with their children at home if the children are sick. 3.7% of mothers in urban areas take the child to work. Non-relatives such as maids and nannies also help, more so in urban areas 8.8% than in rural areas 3.8%. A negligible percent 0.3 urban and 0.8% of children in rural areas stay with non-relative at home. Generally, when the primary care setting is closed, other organized facilities are non-existent. The affected child stays at home with someone else. Only 10.6% of children in urban areas and 2.9% of children in rural areas go to other homes to stay with a relative.

III. CHARACTERISTICS OF SETTINGS USED BY FAMILIES

A.

1. Cost:

Childcare and education is not free anywhere for any group of people. A few are subsidized by government parastatal like the Ministry of Social Welfare. Non-governmental organization such as the National Council for Women's Societies and private voluntary organizations, such as social clubs, also subsidize a few settings in the market and in rural areas.

Cost of extra familial care vary according to location and quality. 91.6% of parents in urban areas and 86.0% of parents in the rural areas pay monthly for care. Only 6.4% urban and 6.7% of parents in the rural areas pay weekly.

In 1988 when the data for this study was collected; the minimum wage was N150 per month = $33 at the then rate of $1 = N4.5.

TABLE 23

Fees Paid to Settings Per Month

| Amount Paid in Naira | Urban | Rural |
|---|---|---|
| < 19 | 23.7 | 46.2 |
| 20 - 39 | 31.0 | 17.5 |
| 40 - 59 | 26.8 | 24.4 |
| 60 - 79 | 9.0 | 9.7 |
| 80 - 99 | 2.8 | 1.8 |
| > 100 | 6.4 | 0.4 |

The fees presented in Table 23 show that cost of childcare per month ranges from less than N19 to more than N100. The fees charged by unorganized and unlicensed settings is usually lower than those charged by licensed institutions in both urban and rural areas. It appears as if more families patronize the cheaper settings (N19-N39). More families (9.2%) in urban setting pay higher fees (N80-N100) than families in rural areas (3.2%).

2. Time Between Home and Setting:

When parents were asked questions about time, distance and cost, only about 50% of them responded accurately. The tables in this section is therefore constructed from the correct responses.

Table 24 shows that parents in urban and rural areas send their children to care settings located in their neighborhood. Majority of them (90%) spend less than 20 minutes between the home and care setting. 7.9% of children in urban areas and 3.9% of children in rural areas spend more than 30 minutes on the road to the setting they use.

3. Forms of Transport Used:

Majority of children go to school on foot in both urban and

rural areas. 16.9% of parents in urban areas compared to 12.6% in rural areas take their children to caretaker's place by car. Since public transportation is more available in urban areas, 11.4% of children use this form of transportation compared to 3.7% of children in rural areas. A few children go to school by bicycles and motorcycles.

TABLE 24

Time Spent to Get to Setting

| Time | Urban | Rural |
|---|---|---|
| Less than 6 minutes | 37.9 | 34.4 |
| 6 - 10 minutes | 33.2 | 30.5 |
| 11 - 15 minutes | 7.2 | 18.9 |
| 16 - 20 minutes | 13.8 | 12.3 |
| 21 - 30 minutes | 6.2 | 3.7 |
| 31 - 45 minutes | 1.4 | 0.0 |
| > 45 minutes | 0.3 | 0.2 |
| | --- | --- |
| Total | 100.0 | 100.0 |

Table 24 and 25 are closely related. If majority of children go to care setting by foot, and public transportation is not easily available it is reasonable that parents would use settings located in close proximity to their homes.

TABLE 25

Type of Transport To and From Setting

| Type of Transport | Urban | Rural |
|---|---|---|
| By foot | 71.2 | 83.6 |
| By car | 16.9 | 12.6 |
| Public transport | 11.4 | 3.7 |
| Others (Bicycle, motorcycle) | 0.5 | 0.1 |
| | --- | --- |
| Total | 100.0 | 100.0 |

4. Level of Parents' Satisfaction with Setting:

Table 26 shows that parents are relatively satisfied and do not have many complaints about the preschool or home-care setting that they have chosen for their child. Only 5.8% of parents in urban areas and 0.6% in rural areas did not respond to this question. Only 0.5% of parents in urban areas and 0.7% of parents in rural areas were not at all satisfied with their children's caregiver.

TABLE 26

Satisfaction of Parents with Setting

| Category | Urban | Rural |
|---|---|---|
| Very Satisfied | 73.0 | 75.9 |
| Somewhat Satisfied | 16.7 | 16.8 |
| Not Very Satisfied | 4.0 | 6.0 |
| Not at all Satisfied | 0.5 | 0.7 |
| No Response | 5.8 | 0.6 |
| Total | 100.0 | 100.0 |

Since it was reported earlier on in this report that few parents had problems with care settings, the high percentage of parents who are satisfied fits the picture.

5. Types of Services Offered by Settings

Nigerian preschools generally speaking do not provide additional services beyond regular care and education programs. Where extra services are available such as transportation, parents pay additional costs for the service. There are more variety of services in urban than in rural areas.

Table 27 indicates the percentage of parents whose children

attend settings with the facilities listed. The percentage of children who have used these facilities are also supplied.

TABLE 27

Facilities Provided in Settings and Usage

| | Urban | | Rural | |
|---|---|---|---|---|
| Service | Availability | Usage | Availability | Usage |
| Health Services | 8.3 | 7.3 | 4.2 | 4.2 |
| Special Education Services | 9.4 | 3.3 | 2.0 | 0.0 |
| Transportation Services | 14.7 | 3.6 | 5.9 | 4.2 |
| Social Services | 7.2 | 6.7 | 0.0 | 0.0 |

Health services provided are mainly first aid treatment to children in case of sudden illness or injury. This service is more common in the urban (8.3%) than in the rural (4.2%) area. Health service is most widely used care setting facility in urban and rural areas.

Special education services in this context does not include services for physically or learning disabled children. Such children attend special schools. The type of special education services referred to involves extra coaching in reading and arithmetic. To many parents, acquisition of pre-academic skills is a major reason for sending their children to an institution; some preschools emphasize this need especially in urban areas (9.4%).

Transportation services is provided by many centers. It is the most widely provided. Many centers provide transportation facilities (14.7% urban; 5.9% rural) in order to attract more children by releasing their parents from transporting children to and fro. While it is widely used in rural areas (4.2%) it is not

widely used in urban areas (3.6%). Social Services are non-existent in rural areas; they are common in urban areas. Meals or snacks are not provided in many settings. Only 8.9% urban, 3.6% of rural settings provide meals or snacks paid for by parents. 6.7% urban compared to 3.7% of parents in rural areas do not pay extra for the snacks provided.

6. Sponsorship of Childcare and Education Settings:

All care and education settings in Nigeria are privately owned. Most are profit making business ventures. A few are not severely profit-oriented. Regulations regarding registration and inspection are not strictly enforced, therefore, many settings are unregistered especially in rural areas (Table 28).

TABLE 28

Sponsorship of Settings

| Agency | Urban | Rural |
|---|---|---|
| Employer | 0.0 | 0.0 |
| Education Institution | 0.5 | 0.0 |
| Government Agency (Min or Social Welfare) | 0.3 | 0.0 |
| Religious Group | 8.8 | 30.9 |
| Military | 0.8 | 0.0 |
| Voluntary Organizations | 4.0 | 0.9 |
| Private Organizations (Registered) | 33.3 | 3.5 |
| Others (Not Registered) (Private) | 52.3 | 64.7 |

Many universities, military bases and polytechnics subsidize preschool settings for children of their staff. The Ministry of Social Welfare supports a few centers too; particularly for children of traders who use the big open markets. This type of sponsorship is nonexistent in the rural areas, where religious organi-

zations sponsor about one third of the available settings. Apart from these organizations, 85.6% of settings in urban areas, and 68.2% of settings in the rural areas are run privately for profit.

Home/Setting Contacts:

There is little meaningful contact between parents and caregivers in terms of cooperation for the development of the child. Parents often did not schedule meetings with their children's caregiver. Table 29 shows that 76.8% of parents in urban areas and 81.6% of parents in the rural areas have not scheduled any meeting with their children's caretaker in the last three months. Telephones are not common in homes, so to parents in the study, the telephone is not a popular means of contact. It seems as if teachers (caregivers) in the rural areas meet with parents more often than teachers in the urban areas. The percentage of teachers who have not had any contact with parents is twice as high in urban (67.7%) than in rural areas (31.8%). Parents rely on the report cards which teachers issue at the end of each term (3-4 months) to monitor their children's progress.

TABLE 29

Frequency of Meetings* Initiated by Parent With Caregiver in the Last Three Months

| Meeting | Urban | Rural |
|---|---|---|
| Once a month | 14.0 | 0.0 |
| Less than once a month | 9.2 | 18.4 |
| No contact | 76.8 | 81.6 |

* Respondents N Urban = 118
N Rural = 163

When parents were asked whether they assisted caregivers; parents in urban areas provided more assistance than parents in the rural areas where 94.5% of them offered no assistance to the caregiver (Table 30).

TABLE 30

Percentage of Parents Assisting* Caregivers

| Frequency of Assistance | Urban | Rural |
|---|---|---|
| Daily | 8.0 | 0.0 |
| Weekly | 4.2 | 0.0 |
| Twice a month | 16.8 | 0.0 |
| Less than once a month | 4.1 | 5.5 |
| No assistance | 66.9 | 94.5 |

* Respondents N Urban = 118
N Rural = 163

Children's Health:

Questions regarding children's health were included in the survey instrument. On the general health status of children in the sample, parents thought that most of the children were in good to excellent health (Table 31). Out of the parents whose children had poor health, 4.5% of parents in urban and 4.1% of parents in rural areas indicated that their children had physical health problems while 1.3% urban and 0.5% children in rural areas had emotional or psychological problems. The different types of health problems and the frequency of their occurrence are listed in Table 30.

From Table 32, it appears as if the most common health problems are fevers, colds and diarrhea. This should be expected

in a tropical climate where mosquitoes and lack of water are problems. Allergies, such as asthma, are not a common health problem like stomach ache. Only 4.1% of children in urban areas have experienced one form of accident or the other. A higher occurrence (9.2%) of accidents is reported among children in rural areas.

TABLE 31

Health Status of Children

| Status | Urban | Rural |
|---|---|---|
| Excellent | 46.9 | 43.7 |
| Good | 45.7 | 47.2 |
| Fair | 4.4 | 6.4 |
| Poor | 3.0 | 2.7 |
| Total | 100.0 | 100.0 |

TABLE 32

Health Problems Mentioned and Their Occurrence

| | Often | | Sometimes | | Rarely | | Never | |
|---|---|---|---|---|---|---|---|---|
| Problems | Urban | Rural | Urban | Rural | Urban | Rural | Urban | Rural |
| Headache | 2.9 | 1.4 | 11.8 | 14.6 | 42.2 | 40.2 | 39.4 | 39.2 |
| Stomach ache | 1.4 | 3.1 | 9.8 | 12.4 | 35.0 | 40.2 | 47.3 | 39.6 |
| Ear Problem | 0.3 | 0.0 | 0.6 | 0.0 | 9.5 | 13.9 | 84.1 | 83.0 |
| Asthma | 0.5 | 0.0 | 1.0 | 1.0 | 7.0 | 10.3 | 88.5 | 86.6 |
| Fevers | 3.8 | 3.2 | 21.0 | 16.3 | 45.3 | 36.9 | 27.9 | 42.0 |
| Colds | 3.4 | 1.1 | 18.9 | 8.0 | 39.1 | 40.0 | 34.4 | 48.7 |
| Diarrhea | 2.7 | 1.5 | 12.6 | 16.4 | 35.6 | 29.7 | 46.2 | 51.1 |

Medical Examination:

There is no system of health and/or dental insurance in the country. However some employers pay in full, or subsidize health care costs of their workers. It is not mandatory that preschool children undergo annual medical examination, therefore it is not

surprising that only 50% of the children in this study (50.8% urban; 50.5% rural) have had medical examination. Dental examination is even rarer. Only 8.3% urban and 10.7% of children in rural areas have had their teeth examined. About 1% of children in both urban and rural areas have had their hearing checked.

Because children's immunization is free (thanks to the effort of UNICEF and the government) 85.9% of children in urban areas; and 82.5% of children in rural areas have been immunized against polio, diphtheria, whooping cough, measles and tuberculosis.

Smoking is not an important health hazard to the children as only 4.0% of caregivers in urban areas and 2.6% of caregivers in rural areas smoke. On the whole 4 - 5 year old children in Nigeria seem to enjoy relatively good health even though health care arrangement is not systematized.

IV. Daily Routine of the Nigerian Child

This survey describes the home environment of the child between 4 - 5 years. The type and extent of patronage of out of home care and education facilities is also focused on. Results have indicated that children have a variety of caretakers and care places; the characteristics of the extrafamilial care settings are described. One of the important aspects of this research project is to determine the daily routine of :

1. A typical Nigerian child
2. A child in Urban setting
3. A child in the Rural setting

TABLE 33

Combined Urban and Rural Population
Percentage of Hours Children Spend With Main
Caregivers During a Typical Day 6 a.m. - 9 p.m. (15 hours)

| Hours | Mother | Father | Both Parents | Siblings | Grand Parents | Relatives | Day-care | Teacher | Maid/ Nanny | Nobody (Alone) |
|---|---|---|---|---|---|---|---|---|---|---|
| 00 | 0.0 | 57.6 | 60.3 | 80.0 | 94.9 | 90.4 | 95.5 | 89.2 | 74.7 | 95.5 |
| 1 | 0.0 | 37.9 | 29.1 | 5.7 | 2.5 | 3.9 | 0.1 | 1.2 | 0.4 | 1.2 |
| 2 | 9.9 | 0.9 | 3.1 | 3.2 | 0.1 | 0.8 | 0.1 | 0.2 | 1.6 | 0.3 |
| 3 | 4.7 | 0.9 | 1.9 | 2.7 | 0.3 | 0.7 | 2.3 | 0.0 | 0.3 | 0.6 |
| 4 | 8.0 | 0.3 | 1.2 | 2.6 | 0.3 | 1.2 | 0.9 | 2.3 | 2.4 | 0.9 |
| 5 | 6.6 | 0.2 | 0.4 | 1.1 | 0.4 | 0.5 | 0.4 | 3.8 | 1.5 | 0.2 |
| 6 | 3.8 | 0.2 | 0.7 | 1.2 | 0.0 | 0.3 | 0.4 | 1.8 | 1.7 | 0.3 |
| 7 | 9.5 | 0.9 | 0.7 | 2.7 | 0.1 | 0.8 | 0.2 | 1.1 | 4.9 | 0.3 |
| 8 | 2.3 | 0.0 | 0.2 | 0.4 | 0.2 | 1.0 | 0.0 | 0.4 | 4.4 | 0.8 |
| 9 | 4.6 | 0.0 | 0.0 | 0.2 | 0.0 | 0.2 | 0.0 | 0.0 | 2.1 | 0.0 |
| 10 | 6.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 5.7 | 0.0 |
| 11 | 3.1 | 0.0 | 0.0 | 0.0 | 0.2 | 0.0 | 0.0 | 0.0 | 0.2 | 0.0 |
| 12 | 2.3 | 0.8 | 1.4 | 0.2 | 1.0 | 0.2 | 0.0 | 0.0 | 0.1 | 0.0 |
| 13 | 1.8 | 0.1 | 1.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| 14 | 30.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| 15 | 7.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

00 Hours: Means that this adult does not constitute a primary caretaker to the child at any time of the day.

The questions in the instrument (PGQ) that provides insight into the child's daily routine are:

1. Where is the child at different hours of the day?
2. Who is the child with at different hours of the day?

Data was analyzed for all the children, urban/rural separately; from 6 a.m. to 9 p.m. when the children are awake (15 hours).

Results show (Table 33) that the typical child in this sample spends most of his time with the mother. 50.6% spend ten or more hours with mother as primary caregiver. Almost 50% of the children, are not primarily cared for by their father for even up to one hour in the day. 37.9% of fathers spend one hour alone with child, a few spend longer hours.

It appears as if both parents, the maid or nanny and someone else (a relative) in the home are also important caretakers. 10.8% of the children spend between 4 - 7 hours with the teacher.[3]

Children are rarely left alone. 4.5% of the children play alone (with nobody) for a relatively short period of time. The distribution of children at different care places, such as home of friend, home of relatives, school, or workplace of mother, in a typical day is shown in Table 34. Again, most of the children (36%) spend all the time at home. Home of another adult (friend or relative's home; family home care setting) is another common care settings. The school is an important care setting for about 12% of the children (4 - 6 hours). The work place of mother is also an important care setting. These children accompany their mothers to the work place e.g. market, offices. Tables 35

[3] Main or Primary Caregiver refers to the person who is responsible for meeting the care and educational needs of the child. For example: In a home setting, if a child cries for food; the adult whose responsibility it is to feed the child is the main Caregiver for that hour.

TABLE 34

Combined Urban and Rural Population
Percentage of Hours Children Spend at
Different Places During a Typical Day

| Hours | Home | Relatives | Friends | Caretakers | School | Work Place | Public Park |
|---|---|---|---|---|---|---|---|
| 00 | 0.0 | 82.4 | 70.9 | 96.0 | 86.8 | 74.3 | 93.5 |
| 1 | 0.3 | 2.7 | 10.1 | 2.2 | 1.5 | 1.0 | 0.8 |
| 2 | 0.9 | 3.3 | 4.0 | 0.0 | 0.1 | 20.2 | 0.9 |
| 3 | 0.7 | 7.1 | 8.5 | 0.1 | 0.0 | 0.3 | 1.5 |
| 4 | 0.8 | 3.4 | 3.4 | 0.2 | 2.9 | 0.1 | 1.8 |
| 5 | 1.5 | 0.6 | 0.8 | 0.5 | 4.9 | 0.4 | 0.2 |
| 6 | 3.0 | 0.4 | 1.5 | 0.2 | 2.1 | 0.9 | 0.8 |
| 7 | 4.0 | 0.0 | 0.6 | 0.2 | 1.2 | 0.9 | 0.3 |
| 8 | 3.6 | 0.0 | 0.2 | 0.6 | 0.5 | 0.4 | 0.4 |
| 9 | 5.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.3 | 0.0 |
| 10 | 6.1 | 0.0 | 0.1 | 0.0 | 0.0 | 0.6 | 0.0 |
| 11 | 8.6 | 0.0 | 0.0 | 0.0 | 0.0 | 0.3 | 0.0 |
| 12 | 10.9 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| 13 | 5.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.2 | 0.0 |
| 14 | 13.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| 15 | 36.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

00 Child does not spend time (no attendance) at these places during a typical day.

and 36 show the importance of various people as caregivers and the significance of various places as care-settings.[4] The mother is the main caregiver of the average 4 - 5 year old child, while the home is the main care setting. The child also spends time with someone else e.g. maid, nanny at home or another home. Out of the home, the teacher is the main caregiver and the school is an important care setting. Workplace of mother is important too.

TABLE 35

Percentage of Time an Average Child Spends With Different People During a Typical Day (N = 1251)

| Caregiver | Grand Mean Hours | % |
|---|---|---|
| Mother | 9.23 | 61.5 |
| Father | 0.64 | 4.2 |
| Both Parents | 1.22 | 8.1 |
| Sibling | 0.59 | 3.9 |
| Grandparents | 0.23 | 1.5 |
| Relatives | 0.33 | 2.2 |
| Maid, Nanny, Friend (Caretakers) | 1.97 | 13.1 |
| Teacher | 0.61 | 4.3 |
| Alone | 0.18 | 1.2 |

TABLE 36

Percentage of Time Spent at Different Places During a Typical Day

| Place | Grand Mean Hours | % |
|---|---|---|
| At home | 12.01 | 80.0 |
| Relative's Home | 0.50 | 3.3 |
| Caregivers Home (Center) | 0.89 | 5.9 |
| School (play group/preschool) | 1.02 | 6.9 |
| Workplace of mother (market) | 0.34 | 2.2 |
| Park, Playground, Around the block | 0.24 | 1.6 |

Beyond this broad description, there are subtle differences in the

[4] Main setting refer to the places in which the child spends the greatest amount of times in a typical day.

daily routine of children in the sample. To highlight these differences, the data was subjected to cluster analysis. This was necessary to create a typology of main caregivers and main care settings of the children according to their daily routine.

The variables used for the cluster analysis are listed in Table 37. 10 clusters were created initially; 5 clusters were then chosen because they were more meaningful than the 10.

Table 37 shows:

a. The number of the cluster(s)
b. The number of children found in each group and their percentage.
c. The means of the variables in each cluster i.e. which variables significantly influence each of the 5 clusters:

1. The time spent with mother is very significant in clusters 1 and 4.
2. The time spent with maid (unrelated female) is an important factor in cluster 2.
3. The time spent with different persons (extended family) is significant in cluster 3.
4. The time spent with mother and teacher is very important to the children who belong to cluster 5.
5. Workplace of mother is very important to the children who are in cluster 4 only.
6. School is significant to the children in cluster 5 only.
7. Children in clusters 4 and 5 (32.46%) spend less time at home than the other children.

The main differences between the clusters have been

TABLE 37

Combined Urban and Rural Population
Five Main Clusters of Children According to Average Time Spent With Different Caregivers in Related Settings

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Description of Cluster | At Home With Mother almost All the Time | With Maid (Unrelated Female) At Home | At Home With Both Parents and Extended Family | At Work-Place With Mother | At Home With Parents, At School With Teacher |
| Number of Cases N=1251 | 482(38.53%) | 227(18.15%) | 136(10.87%) | 74(5.92%) | 332(26.54%) |
| <u>Caregivers</u> | | | | | |
| Mother | (1) 13.26 | 4.97 | (3) 3.93 | (4) 12.67 | (5) 5.86 |
| Father | 0.51 | 0.70 | 1.24 | 0.42 | 0.51 |
| Both Parents | 0.35 | 0.36 | (3) 3.42 | 0.60 | 1.14 |
| Siblings | 0.21 | 0.65 | (3) 2.47 | 0.45 | 0.81 |
| Grandparents | 0.04 | 0.02 | (3) 1.29 | 0.05 | 0.27 |
| Relative | 0.07 | 0.06 | (3) 1.72 | 0.17 | 0.38 |
| Maid/Friend/ Nurse/Nanny | 0.22 | (2) 8.22 | 0.70 | 0.10 | 0.96 |
| Teacher | 0.57 | 0.00 | 0.06 | 0.05 | (5) 3.27 |
| Nobody | 0.11 | 0.00 | 0.07 | 0.35 | 0.62 |
| <u>Care Settings</u> | | | | | |
| Home | (1) 13.77 | (2) 12.92 | (3) 12.41 | 5.59 | (5) 7.32 |
| Relative's Home | 0.42 | 0.69 | 0.83 | 0.13 | 0.35 |
| Baby Sitter | 0.46 | 0.93 | 1.00 | 0.73 | 1.24 |
| Day-Care | 0.01 | 0.06 | 0.30 | 0.12 | 0.43 |
| School | 0.17 | 0.00 | 0.15 | 0.00 | (5) 3.32 |
| Workplace of Mother | 0.00 | 0.03 | 0.02 | (4) 5.99 | 0.35 |
| Playground | 0.92 | 0.19 | 0.24 | 0.93 | 0.56 |

Analysis of variance shows significantly large F ratios. This confirms homogeneity of each cluster. A small within cluster variance was obtained.

highlighted, it is interesting to describe each cluster.

Description of Each Cluster According to Main Characteristics

1. Cluster 1, embracing 38.53% of the children, is characterized by the dominance of the mother as main caregiver at home almost all the time. The school, day-care and workplace of mother, are not important. The child spends about an hour playing outside the home.
2. Cluster 2, containing 18.15% of the children, is characterized by the maid or an unrelated female as the primary caregiver most of the time (more than 8 hours). The main place of care is the home. Other settings, e.g. organized school, are not patronized. Some time is spent at babysitters. Some children of working mothers may fit into this cluster.
3. Cluster 3 is also cared for primarily at home. Some of the children in this cluster spend an hour at the nanny or babysitters'. However, both parents and members of the extended family, siblings, grandparents and relatives, feature as main caregivers in this cluster. School is not significant as care setting.
4. Cluster 4, contains only 5.92% of the children. They are cared for by mother for more than 12 hours at the mothers workplace and at home. School and day-care are not used significantly.
5. The children in cluster 5 constitute the second largest group (26.54%) in the population. It is the only group where children spend half of the time spent at home and at school. Some time (1.24 hours) is also spent at the babysitters which

## Percentage of Typical Children (Urban and Rural) In Each Daily Routine Cluster

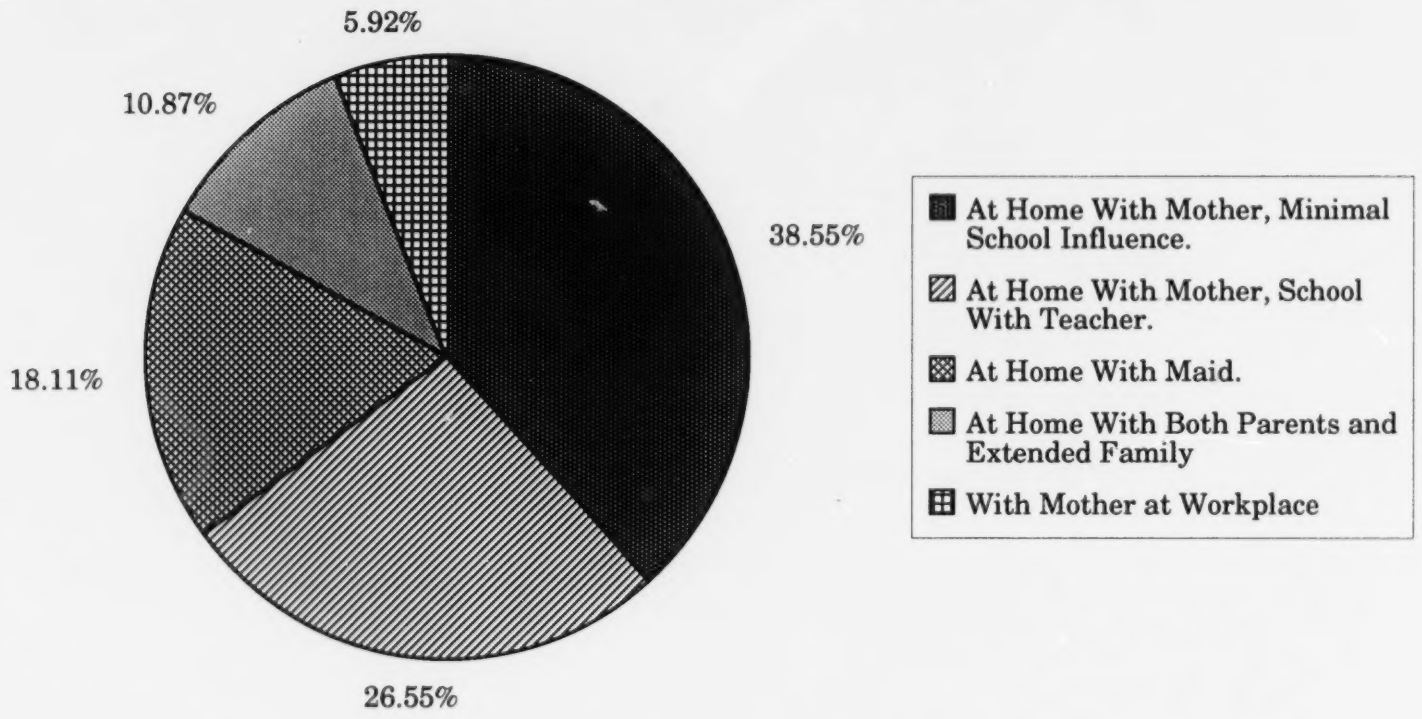
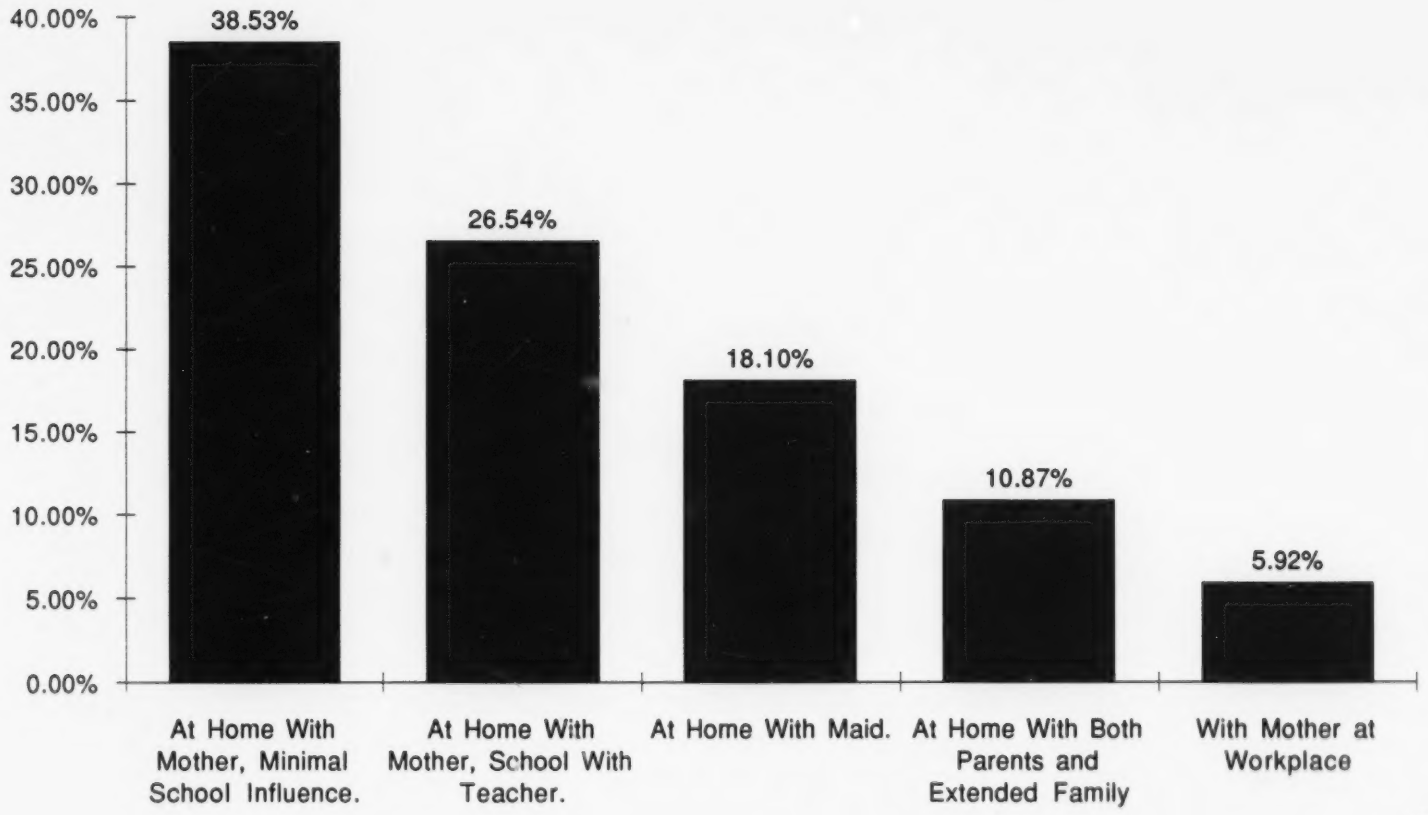



Figure 2

## Percentage of Typical Children (Urban and Rural) In Each Daily Routine Cluster



could be another type of institute. The teacher and the mother care for this group of children during the day. Fig.2 represents the distribution of children in the clusters graphically.

Daily Routine of a Typical Child in an Urban Setting

This section attempts to describe the daily routine of the child living in an urban setting only. This exercise is necessary to answer the questions: 1.) Does the typology of daily routine of the child in the urban area differ from that of the child in the rural environment? 2.) Is the typology described for the typical Nigerian child (combined urban and rural population) more representative of the child in urban or rural area?

Characteristics

Table 38 indicates that mother is the primary caregiver to the child in the urban area. 37.6% of the urban children spend more than 10 hours with the mother. However, father contributes to childcare. 42.2% of the children have father as caregiver for one or more hours. More than 50% of the urban children are cared for by both parents; hours varying from one to thirteen.

The maid is important to 29.5% of the children while the teacher is quite significant to the urban child (21.1%) compared to 10.8% of the combined urban/rural population.

Only 2.9% of the children are left with nobody for some time during the day. Tables 39 and 41 indicate the home as the main care setting for the child. However more children in the urban area (28.8%) compared to 13.2% of the children in the combined group indicate the school as place of care. Again, the average (typical)

TABLE 38

Percentage of Hours Urban Children Spend With Main Caregivers During a Typical Day 6 a.m. - 9 p.m. (15 hours)

| Hours | Mother | Father | Both Parents | Siblings | Grand Parents | Relatives | Friend/ Neighbor | Maid/ Nanny | Teacher | Nobody (Alone) |
|---|---|---|---|---|---|---|---|---|---|---|
| 00 | 0.0 | 57.8 | 44.7 | 76.9 | 95.1 | 96.8 | 94.2 | 70.5 | 78.9 | 97.1 |
| 1 | 0.0 | 37.9 | 29.4 | 5.7 | 2.0 | 0.8 | 0.8 | 0.7 | 0.5 | 0.2 |
| 2 | 13.7 | 2.4 | 8.6 | 9.5 | 0.4 | 0.4 | 0.9 | 0.5 | 0.8 | 0.3 |
| 3 | 5.7 | 0.3 | 4.2 | 2.5 | 0.2 | 0.0 | 0.8 | 1.2 | 0.0 | 0.0 |
| 4 | 7.8 | 0.4 | 3.3 | 2.6 | 0.6 | 0.4 | 1.2 | 2.0 | 4.0 | 0.4 |
| 5 | 9.4 | 0.3 | 2.1 | 1.6 | 0.2 | 0.7 | 0.8 | 4.2 | 9.2 | 0.2 |
| 6 | 6.9 | 0.5 | 1.7 | 0.4 | 0.0 | 0.5 | 0.3 | 5.9 | 5.3 | 0.9 |
| 7 | 7.8 | 0.0 | 1.7 | 0.3 | 0.4 | 0.4 | 0.5 | 4.9 | 1.3 | 0.9 |
| 8 | 4.1 | 0.1 | 1.3 | 0.2 | 0.0 | 0.0 | 0.3 | 4.7 | 0.0 | 0.0 |
| 9 | 7.0 | 0.1 | 0.2 | 0.1 | 0.2 | 0.0 | 0.0 | 2.9 | 0.0 | 0.0 |
| 10 | 4.4 | 0.0 | 0.1 | 0.1 | 0.1 | 0.0 | 0.2 | 1.6 | 0.0 | 0.0 |
| 11 | 1.9 | 0.1 | 0.3 | 0.0 | 0.2 | 0.0 | 0.0 | 0.3 | 0.0 | 0.0 |
| 12 | 2.6 | 0.1 | 1.8 | 0.0 | 0.6 | 0.0 | 0.0 | 0.6 | 0.0 | 0.0 |
| 13 | 2.7 | 0.0 | 0.8 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| 14 | 20.5 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| 15 | 5.5 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

00 Hours: Child does not spend any time with this adult

* Mother > 10 hours = 37.6%
* Maid = 29.5% Min = 1 hr. Max = 12 hrs.
* Only 21.1% have contact with teacher Min = 1 hr. Max = 7 hrs.

TABLE 39

Percentage of Hours Urban Children Spend at Different Places During a Typical Day

| Hours | Home | Relatives | Friends | Caretakers | School | Work Place | Public Park |
|---|---|---|---|---|---|---|---|
| 00 | 0.0 | 85.6 | 58.2 | 91.5 | 71.2 | 93.6 | 96.6 |
| 1 | 1.2 | 2.1 | 20.1 | 2.8 | 1.9 | 0.1 | 0.2 |
| 2 | 3.1 | 4.6 | 4.4 | 0.0 | 0.7 | 0.6 | 1.2 |
| 3 | 1.8 | 4.9 | 9.5 | 0.0 | 0.0 | 0.5 | 1.1 |
| 4 | 0.4 | 0.6 | 4.6 | 0.0 | 3.8 | 0.8 | 0.6 |
| 5 | 2.8 | 1.0 | 1.4 | 1.1 | 12.0 | 0.8 | 0.0 |
| 6 | 6.2 | 0.7 | 0.8 | 0.8 | 7.7 | 0.8 | 0.2 |
| 7 | 3.8 | 0.2 | 0.4 | 1.1 | 1.7 | 0.4 | 0.1 |
| 8 | 5.8 | 0.2 | 0.2 | 2.5 | 0.8 | 0.4 | 0.0 |
| 9 | 8.8 | 0.0 | 0.0 | 0.0 | 0.2 | 0.0 | 0.0 |
| 10 | 8.9 | 0.0 | 0.4 | 0.0 | 0.0 | 1.0 | 0.0 |
| 11 | 7.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.6 | 0.0 |
| 12 | 8.7 | 0.0 | 0.0 | 0.2 | 0.0 | 0.2 | 0.0 |
| 13 | 6.8 | 0.0 | 0.0 | 0.0 | 0.0 | 0.2 | 0.0 |
| 14 | 9.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| 15 | 24.7 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

00 Child does not spend time (no attendance) at these places during a typical day.

urban child seems to spend longer hours in school. More than 20% (Table 39) spend about 5 - 7 hours.

Tables 40 and 41 show similarity between who the main caregiver is and where the main care setting is for urban children and the typical Nigerian child in the combined population. It should be noted that the school appears as a more frequent setting for the child in the urban area.

TABLE 40

Percentage of Time Spent with Different Main Caregivers During a Typical Day (15 hours)

| Person | Grand Mean Hours | % |
|---|---|---|
| Mother | 8.15 | 54.3 |
| Father | 0.53 | 3.5 |
| Both Parents | 1.51 | 10.0 |
| Sibling | 0.58 | 3.8 |
| Grand Parents | 0.21 | 1.4 |
| Relative | 0.12 | 0.8 |
| Babysitter | 0.23 | 1.5 |
| Nanny/maid/unrelated caregiver | 2.00 | 13.3 |
| Teacher | 1.51 | 10.06 |
| Nobody | 0.16 | 1.0 |

TABLE 41

Percentage of Time Child Spends at Different Places During a Typical Day

| Places | Mean | % |
|---|---|---|
| At home | 10.69 | 71.20 |
| Relatives home | 0.41 | 2.73 |
| Babysitters/Maid, Nanny | 1.74 | 11.60 |
| School | 1.64 | 10.90 |
| Workplace of Mother | 0.42 | 2.80 |
| Play group | 0.10 | 0.66 |

In order to gain more insight to the daily activities of the urban children, the data for urban children was subjected to cluster

analysis as well. 5 clusters were selected. Table 42 shows the results:

1. The time spent at home with mother, is significant to children in cluster 1.
2. As with the combined population, cluster 2 comprises urban children who are cared for at home by maid or a caretaker that is not a member of the family.
3. Cluster 3 children are cared for by both parents and by caretaker for some time at home and for a smaller period at day-care, play group or school. Children in this cluster spend the least number of hours at home.
4. More than 1/5th of the children in urban areas belong to cluster 4. This cluster is distinctly characterized by teacher being an important main caregiver and school being an important care setting.
5. Children in cluster 5 are the only group that spend almost 7 hours at the workplace of the mother. This cluster appears similar to cluster 4 of the combined group.

Description of Each Cluster for the Urban Population

1. Cluster 1 of the urban children is similar in size (36.81%) and characteristics to the children in cluster 1 of the combined group. (Mother is main caretaker at home all the time).
2. Cluster 2 is similar in both groups: Maid or nanny cares for the child most of the time at home.
3. There is a remarkable difference in the characteristics of the children in cluster 3. The urban sample in this cluster spends only about 5 hours at home. The remaining period is

TABLE 42

Five Main Clusters of Urban Children According to Average Time Spent With Different Caregivers in Related Settings

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Description of Cluster | At Home With Mother | At Home With Caretaker | At Home With Parents, at Day-care With Caretaker | At Home With Parents, At School With Teacher | At Work-Place With Mother |
| Number of Cases N=842 | 310(36.81%) | 185(21.97%) | 94(11.16%) | 209(24.82%) | 44(5.22%) |
| <u>Caregivers</u> | | | | | |
| Mother | (1) 13.18 | 5.43 | 4.13 | 5.23 | (5) 11.86 |
| Father | 0.48 | 0.56 | 0.45 | 0.70 | 0.22 |
| Both Parents | 0.49 | 0.40 | (3) 2.61 | (4) 3.05 | 1.99 |
| Siblings | 0.26 | 0.94 | 0.75 | 0.71 | 0.15 |
| Grandparents | 0.03 | 0.11 | 0.00 | 0.72 | 0.00 |
| Relative | 0.03 | 0.11 | 0.35 | 0.13 | 0.00 |
| Maid/Caretaker | 0.50 | (2) 7.40 | (3) 2.65 | 0.37 | 0.36 |
| Teacher | 0.07 | 0.00 | 0.30 | (4) 3.85 | 0.00 |
| Nobody | 0.03 | 0.02 | 0.82 | 0.02 | 0.39 |
| <u>Care Settings</u> | | | | | |
| Home | (1) 13.72 | (2) 12.38 | (3) 4.88 | (4) 9.80 | 5.10 |
| Relative's Home | 0.41 | 0.63 | 0.43 | 0.27 | 0.20 |
| Baby Sitter | 0.62 | 1.25 | 1.65 | 0.70 | 1.15 |
| Day-Care | 0.00 | 0.19 | (3) 2.26 | 0.11 | 0.54 |
| School | 0.13 | 0.37 | (3) 2.17 | (4) 3.94 | 0.00 |
| Workplace of Mother | 0.00 | 0.09 | 0.28 | 0.11 | (5) 6.34 |
| Playground Around the Block | 0.04 | 0.02 | 0.40 | 0.00 | 0.40 |

spent in out of home-care/education setting; probably play group, day-care, babysitters or nursery. The extended family members - relatives and grandparents are not significant caregivers for the group of children belonging to cluster 3.

Cluster 4 containing 24.82% of the children in the urban area is similar in character to cluster 5 of the combined group. The typical child in this group spends time at home and at school. The teacher and both parents provide care and education for the child.

Cluster 5 contains the group of children who follow their mothers to her workplace. They are mainly with mother and or with a helper in the home or workplace. This group of children is similar in daily routine experiences to children in cluster 4 of the (urban + rural) combined group.

Fig. 3. represents the distribution of the children in the 5 clusters.

Daily Routine of the Child in the Rural Sector and Typology of Settings:

Despite government's efforts to improve the living conditions in the rural areas, there are still some differences in the physical and social environment of the child in the urban vis a vis the child in the rural area.

According to this survey, one important difference is the percentage of children attending school and the amount of time spent in school. For the Nigerian child, irrespective of location, mother and home are the main caregiver and main care setting. However, the child in the rural area spends more hours at home (12.34 hours).

## Percentage of Urban Children In Each Daily Routine Cluster

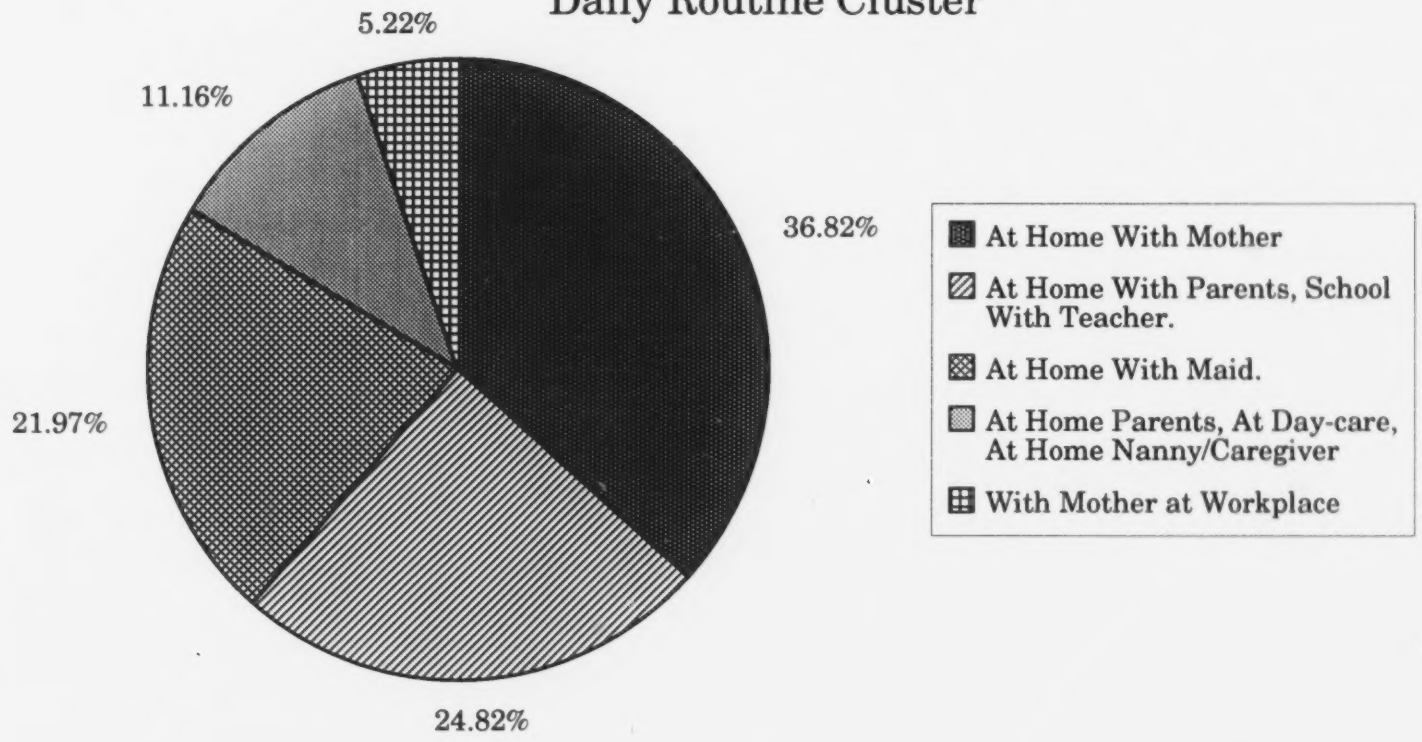



Figure 3

## Percentage of Urban Children In Each Daily Routine Cluster

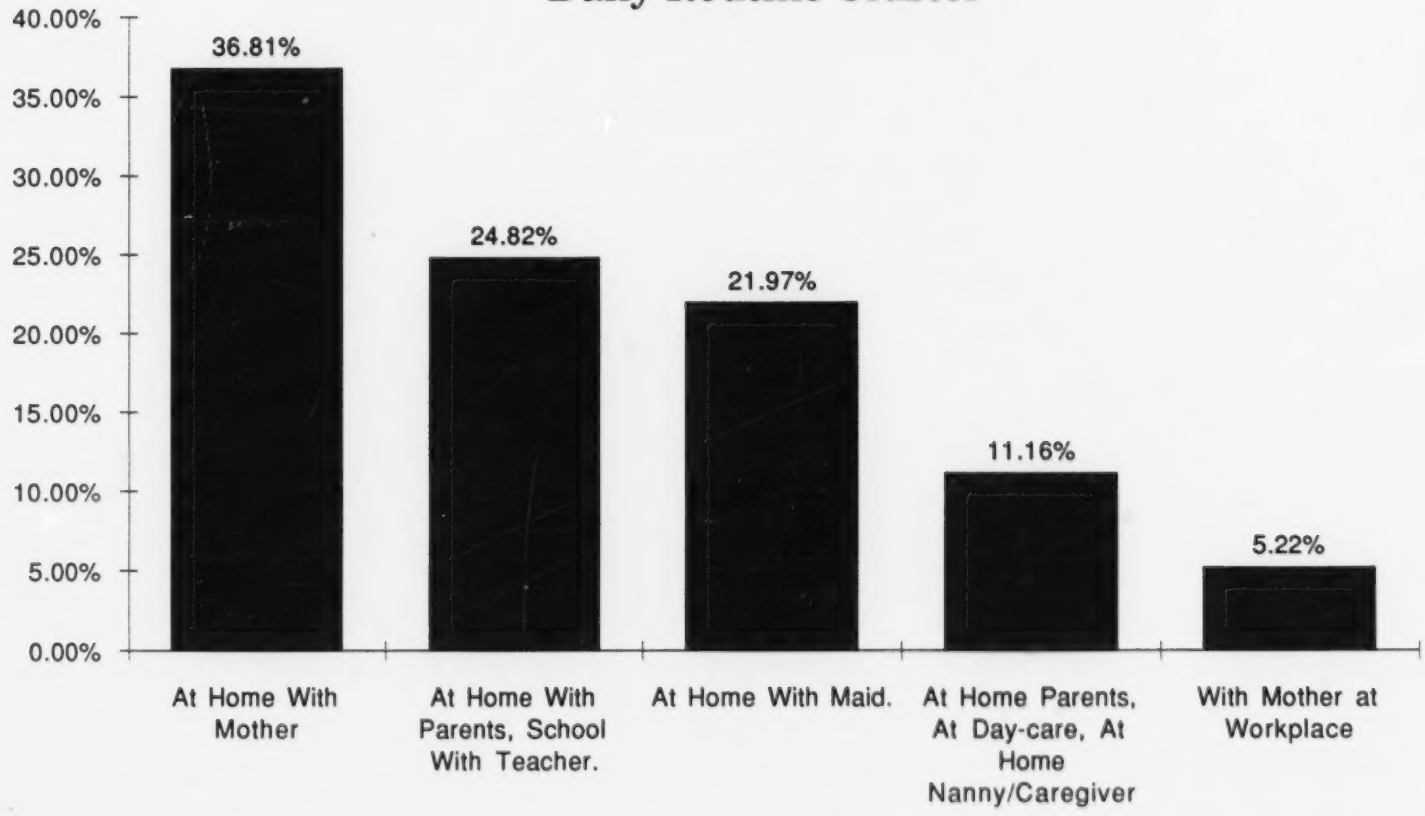


TABLE 43

Percentage of Hours Rural Children Spend With Main Caregivers During a Typical Day 6 a.m. - 9 p.m. (15 hours)

| Hours | Mother | Father | Both Parents | Siblings | Grand Parents | Relatives | Friend/ Neighbor | Maid/ Nonrelative | Teacher | Nobody (Alone) |
|---|---|---|---|---|---|---|---|---|---|---|
| 00 | 0.0 | 57.6 | 62.9 | 80.5 | 94.9 | 89.2 | 95.7 | 75.4 | 91.0 | 95.2 |
| 1 | 0.0 | 37.9 | 29.1 | 5.7 | 2.6 | 4.5 | 0.0 | 0.4 | 1.3 | 1.4 |
| 2 | 9.3 | 0.7 | 2.2 | 2.1 | 0.0 | 0.9 | 0.0 | 1.7 | 0.1 | 0.3 |
| 3 | 4.5 | 1.1 | 1.5 | 2.7 | 0.3 | 0.9 | 2.5 | 0.2 | 0.0 | 0.7 |
| 4 | 8.0 | 0.3 | 0.8 | 2.6 | 0.3 | 1.4 | 0.9 | 2.5 | 2.0 | 1.0 |
| 5 | 6.1 | 0.2 | 0.1 | 1.0 | 0.4 | 0.5 | 0.3 | 1.0 | 2.8 | 0.2 |
| 6 | 3.3 | 0.2 | 0.5 | 1.4 | 0.0 | 0.3 | 0.4 | 1.0 | 1.2 | 0.2 |
| 7 | 9.8 | 1.1 | 0.5 | 3.1 | 0.0 | 0.9 | 0.2 | 4.9 | 1.1 | 0.3 |
| 8 | 2.0 | 0.0 | 0.0 | 0.4 | 0.2 | 1.2 | 0.0 | 4.3 | 0.4 | 0.7 |
| 9 | 4.2 | 0.0 | 0.0 | 0.2 | 0.0 | 0.2 | 0.0 | 1.9 | 0.0 | 0.0 |
| 10 | 6.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 6.4 | 0.0 | 0.0 |
| 11 | 3.3 | 0.0 | 0.0 | 0.0 | 0.2 | 0.0 | 0.0 | 0.2 | 0.0 | 0.0 |
| 12 | 2.2 | 1.0 | 1.4 | 0.3 | 1.1 | 0.2 | 0.0 | 0.0 | 0.0 | 0.0 |
| 13 | 1.6 | 0.1 | 1.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| 14 | 32.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| 15 | 7.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

00 Percentage of children who do not have the adult as main caregiver during the typical day.

* Mother > 10 hours = 52.8%
* Maid = 24.6%
* Teacher = 9%
* Alone = 4.8%

TABLE 44

Percentage of Hours Rural Children Spend at Different Places During a Typical Day When He is Awake

| Hours | At Home | Relatives | Friends | Day-care Caretakers | School | Work Place | Playground |
|---|---|---|---|---|---|---|---|
| 00 | 0.0 | 81.8 | 73.1 | 96.8 | 89.4 | 94.4 | 93.0 |
| 1 | 0.2 | 2.8 | 8.4 | 2.1 | 1.4 | 1.1 | 0.9 |
| 2 | 0.6 | 3.1 | 3.9 | 0.0 | 0.0 | 0.2 | 0.8 |
| 3 | 0.5 | 7.5 | 8.3 | 0.1 | 0.0 | 0.3 | 1.5 |
| 4 | 0.8 | 3.9 | 3.2 | 0.2 | 2.7 | 0.0 | 2.0 |
| 5 | 1.3 | 0.5 | 0.7 | 0.4 | 3.7 | 0.4 | 0.2 |
| 6 | 2.4 | 0.4 | 1.6 | 0.1 | 1.1 | 0.9 | 0.9 |
| 7 | 4.0 | 0.0 | 0.6 | 0.1 | 1.1 | 1.0 | 0.3 |
| 8 | 3.2 | 0.0 | 0.2 | 0.3 | 0.4 | 0.4 | 0.5 |
| 9 | 4.7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.3 | 0.0 |
| 10 | 5.6 | 0.0 | 0.0 | 0.0 | 0.0 | 0.6 | 0.0 |
| 11 | 8.8 | 0.0 | 0.0 | 0.0 | 0.0 | 0.3 | 0.0 |
| 12 | 11.3 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| 13 | 5.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.2 | 0.0 |
| 14 | 12.6 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| 15 | 40.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

00 Child does not spend time (no attendance) at these places during a typical day.

Tables 43 and 44 show the time spent with different caregivers and at different places. Tables 45 and 46 indicates the mean hours and percentage of time spent with different people at different places.

Table 47 describes the clustering of the children in the rural sector to 5 distinct groups to create a typology of the children according to their daily routine (who they are with and where they are). The five groups are described:

Cluster 1 contains almost 45% of the children. It is characterized by exclusive mother and at home care (Home for 13.79 hours).

Cluster 2 includes about 12% of the children. They are cared for

TABLE 45

Percentage of Time Spent With Different Main Caregivers in a Typical Day (N=409)

| Person | Grand Mean Hours | % of Time Spent |
|---|---|---|
| Mother | 9.74 | 65.0 |
| Father | 0.66 | 4.4 |
| Both Parents | 0.77 | 5.1 |
| Sibling | 0.71 | 4.7 |
| Grandparents | 0.23 | 1.5 |
| Relative | 0.37 | 2.4 |
| Caretaker/Maid | 1.93 | 12.8 |
| Teacher | 0.42 | 2.8 |
| Nobody | 0.18 | 1.2 |

TABLE 46

Percentage of Time Spent at Different Care Settings in a Typical Day

| Place | Grand Mean Hours | % of Time Spent |
|---|---|---|
| At home | 12.34 | 82.2 |
| Relative's home | 0.61 | 4.0 |
| Another home/babysitter/nanny | 0.80 | 4.85 |
| School | 0.49 | 3.7 |
| Workplace of mother | 0.43 | 2.8 |
| Play-group | 0.27 | 1.8 |

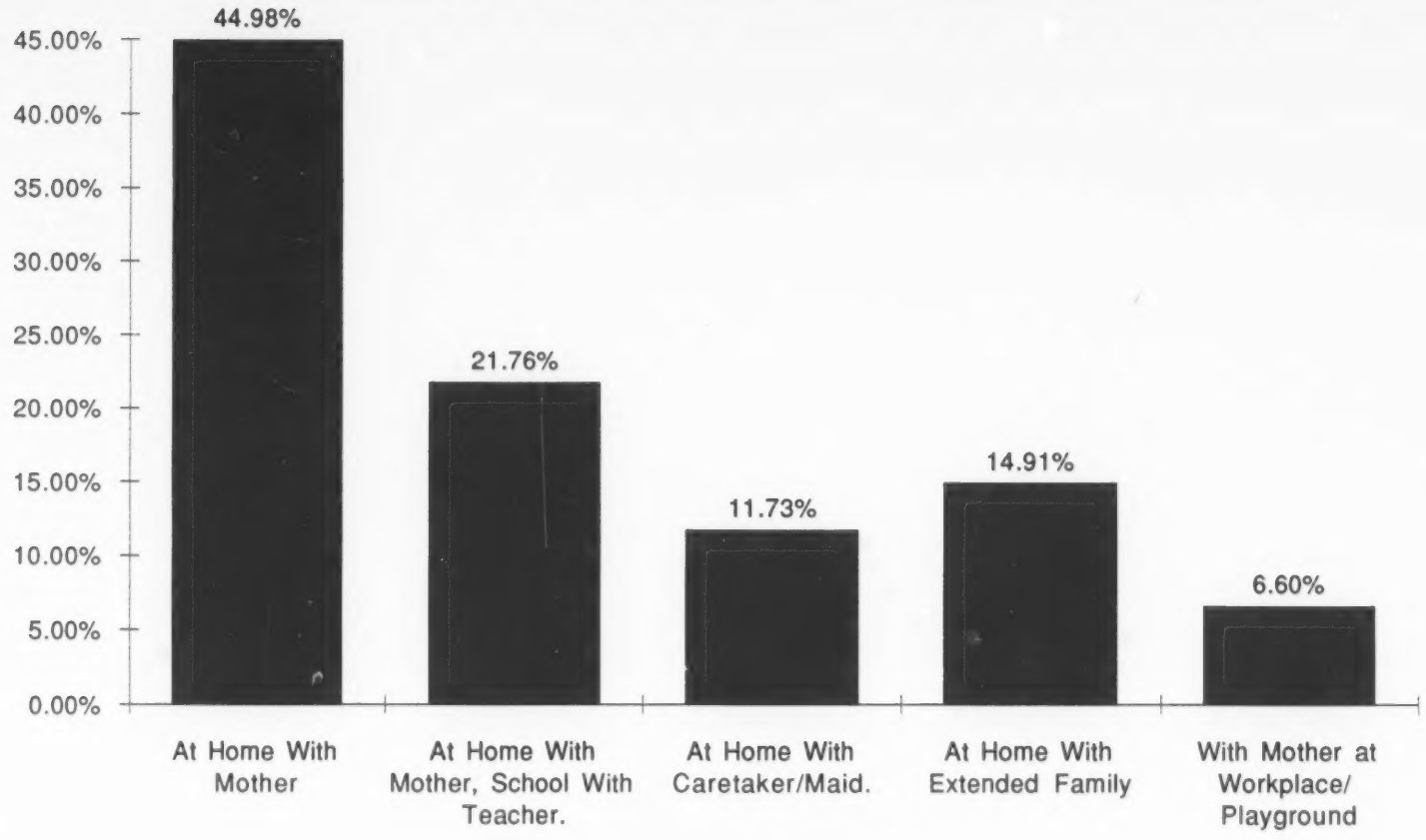
TABLE 47

Five Main Clusters of Rural Children According to Average Time Spent With Different Caregivers in Related Settings

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Description of Cluster | At Home With Mother | At Home With Caretaker | At Home With Extended Caretaker | At Workplace/ Playground With Mother | At Home With Mother, At School With Teacher |
| Number of Cases N=409 | 184(44.98%) | 48(11.73%) | 61(14.91%) | 27(6.60%) | 89(21.76%) |
| Caregivers | | | | | |
| Mother | (1) 13.26 | 4.92 | (3) 3.93 | (4) 13.69 | (5) 6.08 |
| Father | 0.52 | 0.72 | (3) 1.33 | 0.38 | 0.49 |
| Both Parents | 0.34 | 0.35 | (3) 3.01 | 0.30 | 0.94 |
| Siblings | 0.22 | 0.59 | (3) 2.66 | 0.04 | 0.99 |
| Grandparents | 0.04 | 0.00 | (3) 1.23 | 0.07 | 0.35 |
| Relative | 0.06 | 0.05 | (3) 1.91 | 0.00 | 0.58 |
| Friend | 0.03 | 0.00 | 0.57 | 0.18 | 0.43 |
| Maid/Caretaker | 0.19 | (2) 8.28 | 0.14 | 0.00 | 0.24 |
| Teacher | 0.05 | 0.00 | 0.05 | 0.02 | 2.75 |
| Nobody | 0.12 | 0.00 | 0.08 | 0.28 | 0.70 |
| Care Settings | | | | | |
| Home | (1) 13.79 | (2) 13.01 | (3) 12.54 | (4) 5.54 | (5) 7.40 |
| Relative's Home | 0.40 | 0.70 | 0.84 | 0.00 | 0.51 |
| Neighbor/Friend | 0.44 | 0.87 | 0.88 | 0.73 | 1.35 |
| Day-Care | 0.01 | 0.00 | 0.30 | 0.04 | 0.23 |
| School | 0.17 | 0.00 | 0.15 | 0.00 | 2.73 |
| Workplace of Mother | 0.00 | 0.02 | 0.02 | (4) 5.77 | 0.66 |
| Playground | 0.09 | 0.23 | 0.22 | (4) 1.17 | 0.72 |

Significant F Ratios were obtained for each variable in each cluster.
Large between cluster variations were obtained compared to negligible within cluster variation.

## Percentage of Rural Children In Each Daily Cluster



by mother and someone else e.g. maid, for more than 13 hours.

The child in cluster 3 is characterized by having the most variety of caregivers looking after him at home.

Children in cluster 4 spend the least amount of time at home. They are cared for by mother at her workplace, they play around and stay at home.

Cluster 5 contains the only group of children who attend extra familial care setting and are cared for by teacher for some time. Home and mother are still dominant for 21.7% of the children in the rural area. Fig. 4 shows the percentage of children in each cluster.

The picture of the typology of the children in the rural environment as presented in this report reveal that governments' rural development programs are having some impact. Children in cluster 5 spend about 3 hours with teacher at school. Again, there are remarkable similarities between the clustering of the urban and rural children.

1. Grandparents are not important caregivers to both urban and rural children. However, other members of the family such as siblings and relatives are more important as caregivers for children in rural than urban areas.
2. Friends/neighbors are not important caregivers in both groups.
3. Non-relatives (e.g. maid, nanny, babysitter) are an important caregiver for both groups. The main differences in the typology of daily routine of children in rural and urban areas are described.

Table 48 reflects the differences in the daily routines. It shows

## Percentage of Rural Children In Each Daily Routine Cluster

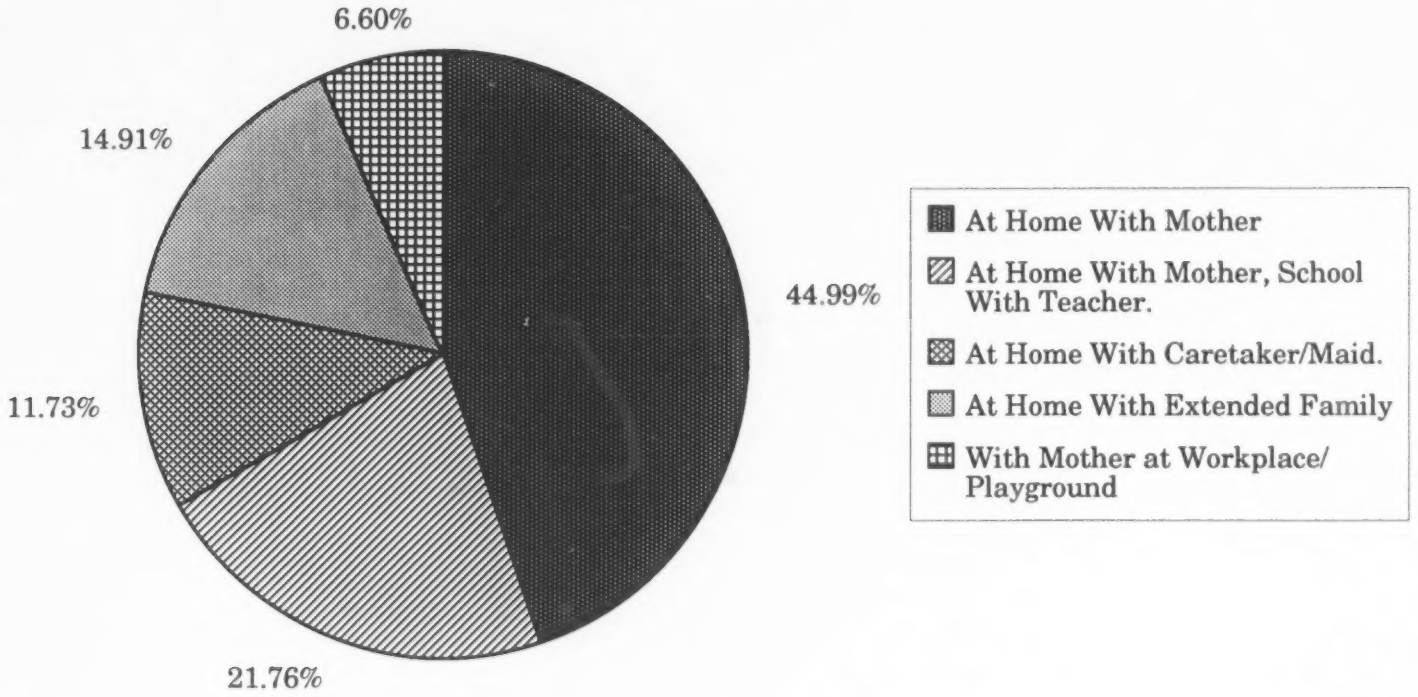



Figure 4

the average time the typical Nigerian child, the child in urban and the child in the rural setting, spend with 1.) Mother, 2.) Teacher at 1.) Home, 2.) School and 3.) Workplace of mother.

TABLE 48

Average Time Spent (Hours) With Mother and Teacher at Home,at School and at Workplace

| Caregiver | Urban | Rural | Typical Nigerian Child (Combined Group) |
|---|---|---|---|
| Mother | 8.15 | 9.74 | 9.23 |
| Teacher | 1.51 | 0.42 | 0.61 |
| Care Setting | | | |
| Home | 10.69 | 12.34 | 12.01 |
| School | 1.64 | 0.49 | 1.02 |
| Mother's workplace | 0.43 | 0.43 | 0.34 |

1. The children in the rural area spend more hours at home with their mothers than the other children in urban and combined group.
2. The children in the rural area spend the least time at school with the teacher.
3. Children in both urban and rural areas spend the same amount of time at their mother's workplace.
4. Finally, the relatively low performance of teachers as caregivers in both urban and rural areas show the relatively low percentage of children who use organized institutions as care settings. As explained earlier on in this report, the patronage of out of home care facilities is low because child-care and education is not free, neither is it adequately subsidized by government, employer, non-governmental organization or private voluntary groups.